

# Supplemental Memorandum

**To:** STATE BOARD MEMBERS

**Date:** June 24, 2003

**From:** Geno Flores, Deputy Superintendent, Assessment and Accountability Branch

**Re:** ITEM #22

**Subject:** CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT):  
INCLUDING, BUT NOT LIMITED TO, CELDT PROGRAM UPDATE.

Please insert the following attachment:

Attachment 1: [2002 English Language Arts \(ELA\) California Standards Test \(CST\) Level of Performance for Students Participating in Different English Learner Programs \(Pages 1-2\)](#)

## 2002 English Language Arts (ELA) California Standards Test (CST) Level of Performance for Students Participating in Different English Learner Programs

The California Department of Education (CDE), Standards and Assessment Division (SAD) created a file containing matched 2002 STAR and California English Language Development Test (CELDT) student data. The 2002 matched file differed considerably from the 2001 matched file. A larger number of records were matched in the 2002 file (86,087 third graders) compared to the previous year's matched file (42,672 third graders). An improved matching technique partially accounts for the increased number of matched records in 2002. Another reason for the increase in matches could be attributed to more complete student records during the second CELDT annual administration (2002) versus the first annual administration (2001).

The matched files also differ in the percentage of students in each of the English Learner (EL) program categories captured on the Standardized Testing and Reporting (STAR) Program. It should be noted that the 2001 and 2002 STAR administrations allowed reporting of EL Program combinations that were not consistent with Language Census (R-30) categories (e.g., Bilingual Only, Bilingual and Specifically Designed Academic Instruction in English [SDAIE], and SDAIE only). Even though differences exist between the 2002 and 2001 matched files, the performance of students on the English Language Arts (ELA) section of the California Standards Test (CST) by EL Program participation did not show any more differences than could be explained by year to year variability.

### ELA CST Performance

A number of findings are suggested by the analysis.

- As coded by districts, a smaller percentage (13.8 percent) of students participated in bilingual (waiver) programs (e.g., Bilingual Only, Bilingual and English Language Development [ELD], Bilingual and SDAIE, or Bilingual, SDAIE and ELD) in 2002 compared to 2001 (18.5 percent). A majority of the EL students participated in non-waiver programs (e.g., ELD Only, SDAIE Only, or ELD and SDAIE) in both 2001 (81.5 percent) and 2002 (86.2 percent).
- As shown in the table below, greater percentages of students in bilingual (waiver) programs tend to be located in lower ELA CST performance levels, compared to students in other programs.

ELA CST Performance		Waiver Program		Non-Waiver Program	
		2001	2002	2001	2002
	Far Below Basic and Below Basic	80%	74%	69%	60%
	Basic and Proficient	20%	25%	31%	39%
	Advanced	0%	1%	1%	1%

### Notes

- The analysis does not include background factors, such as demographics or staffing, which might partly explain the differences in student performance.

## 2002 California Standards Test (CST) English Language Arts (ELA) Level of Performance by English Learner (EL) Program Participation\*

### 3rd Grade Students

CST ELA Performance Level	EL Program Participation						
	Bilingual Only	ELD Only	SDAIE Only	Bilingual & ELD	Bilingual & SDAIE	ELD & SDAIE	Bilingual, SDAIE & ELD
Far Below Basic	3,050 43%	11,518 27%	2,907 24%	697 46%	33 44%	4,618 23%	1,007 31%
Below Basic	2,382 34%	14,964 36%	3,952 32%	520 34%	24 32%	6,629 34%	1,101 34%
Basic	1,306 18%	11,794 28%	3,692 30%	246 16%	16 21%	6,103 31%	842 26%
Proficient	311 4%	3,431 8%	1,542 13%	49 3%	2 3%	2,099 11%	244 8%
Advanced	33 0%	437 1%	207 2%	11 1%	0 0%	296 1%	24 1%
<b>TOTAL</b>	<b>7,082</b> <b>100%</b>	<b>42,144</b> <b>100%</b>	<b>12,300</b> <b>101%</b>	<b>1,523</b> <b>100%</b>	<b>75</b> <b>100%</b>	<b>19,745</b> <b>100%</b>	<b>3,218</b> <b>100%</b>

\* Program participation information was obtained from district provided data on the 2002 administration of the STAR. It should be noted that some of the EL program combinations that were recorded on the test are not consistent with the R-30 reporting categories (i.e. (1) bilingual only, (2) bilingual and SDAIE, and (3) SDAIE only).

This analysis was done on a statewide 2002 CELDT/STAR matched file. A total of 86,087 third grade students were included in this analysis. These students all had EL program participation data provided on the STAR, CST ELA test results, and did not have IEP or 504 plans.